**K-5 ELA Lesson Plan**

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| **Teacher: Mrs. Hill, Mrs. Reddick, Mrs. Holder, Ms. Williams** | | **Grade:2nd** | | | **Date(s)**: |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  Day 1 of Biographical Writing | | |
| **Essential Question(s):**  How does asking and answering questions help me understand key ideas and details while I read?  What is the best way to share a story with an audience? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Checklist**  **Different biographies**  **Chart paper**  **Markers**  **Paper**  **Pencil**  **Reading Street TE**  **Copies of Flow Chart** | | | | key idea story traits  plot setting statement  major events topic question  capitalization facts interview  context clues noun Biography  conventions verb Historical Fiction  punctuation opinion Realistic Fiction  details adjectives  period power point  question characters | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s):**   * I can answer 5W questions. * I can demonstrate understanding of challenges and events in a person’s life.   **Instructional Plan:**  **Tuesady**   1. Whole Group: Teacher Read Aloud – A Weed is a Flower or other biography discussing events and challenges of the character life. 2. Review beginning, middle, and end. 3. Teach opening and concluding statements. 4. Teacher will model how to complete Flow Map with class discussion. 5. Guided practice: Students begin scaffolding their own flow chart independently and edit their work with a partner.   **Wednesday- Thursday**   1. Continue to Read Biographies | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **I Can Statement(s):**   * I can use information from my Graphic Organizer to write a paragraph. * I can write opening and concluding statements. * I can use facts in my writing. * I can focus on one topic when I write.   **Instructional Plan:**  **Wednsesday**   1. Whole Group: Review the Teacher Made Flow Map and have students complete their Flow Maps. 2. Teacher models process of taking information form the Flow Map to paragraph.   **Thursday**   1. Whole Group: Review process of taking information from the Flow Map to paragraph form and have students begin paragraph writing. 2. Create an anchor chart of transitional words.   **Friday**   1. Complete writing, edit, and revise with teacher.   **Monday**   1. Write to publish ( Assess using Biographical Writing Rubric) Those students that are ready to move on will begin Power Point. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.2.e.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and ~~adverbs~~ to describe (e.g., When other kids are happy, that makes me happy).  **I Can Statement(s):**   * I can correctly spell my weekly words. * I can apply second grade phonics skills to decode and write words correctly. * I can demonstrate the difference in long and short vowels.   **Instructional Plan:**  Students will complete Tic Tac Toe spelling, SPARKLE, Flower Pot Spelling  **Monday**  Introduce words with Consonant Blends | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s):**   * I can converse with peers and adults. * I can discuss texts in small and large groups. * I can follow rules of discussion and spelling aloud.   **Instructional Plan: (See all above Instructional plans)** | | | | |
| **Closing/Summarizing Strategy** | * Evidence of Independent Work, participation in discussions, evidence of “partner wrok”. * Daily review of “I Can” Statements | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Peer tutors help those that need help.** | | **Peer tutor help those who cannot revise on their own.** | | | **Anchor Chart Posted and copy in reading notebook.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*